

Preschool Educational Environments

Early Childhood Data Collection

Indicator B6



By the end of this presentation you will:

1. Understand and calculate the IEP requirements for "Percentage of time in the regular education environment."
2. Understand and report data requirement for "Federal Placement Code for students ages 3-5."
3. Understand how these data are related to the SPP/APR Indicator 6 data requirement.
4. Begin to think about how this information can be used for program improvement activities in your district.

Educational Environments Data

**618 Child Count
DATA**

are collected every year for every
child receiving IEP services
under the IDEA.

TWO separate data requirements for children 3-5 with disabilities are reported at every IEP meeting:

1. "Percentage of time in the regular education environment" on the **CCSD Placement Page** *OR* page 9 of the Nevada IEP.
2. "Federal Placement Code for students ages 3-5" on the **CCSD Placement Page** *OR* page 10 of the Nevada IEP.

Let's look at the first calculation:

For the purpose of answering the question
"Percentage of time in the regular education environment" on the CCSD Placement Page
(OR page 9 of the Nevada IEP)

it depends on where the child receives his/her
special education and related services.

This calculation considers the school day only.

EXTENDED SCHOOL YEAR SERVICES

Does the student require extended school year services?

☐ No ☐ Yes If YES, IEP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified.

If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made: _____

PLACEMENT**PLACEMENT CONSIDERATIONS**

- | | | |
|--|--|--|
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Regular class with supplementary aids and services (no removal) |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Regular class and special education class (e.g., resource) combination |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Self-contained program |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Special school |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Residential |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Hospital |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Home |
| <input type="checkbox"/> <i>Selected</i> | <input type="checkbox"/> <i>Rejected</i> | Other _____ |

**PERCENTAGE OF TIME
IN REGULAR EDUCATION ENVIRONMENT**

The student will spend _____ % of his or her school day in the regular education environment.

JUSTIFICATION FOR PLACEMENT INVOLVING REMOVAL FROM REGULAR EDUCATION ENVIRONMENTS*

Explain why the IEP goals and objectives cannot be implemented in regular education environments, including the reasons why the team rejected a less restrictive placement. Include an explanation of any harmful effects on the learning of this or other students which affected the placement decision.

*Regular education environments include academic classes (which might include field trips linked to the curriculum), nonacademic settings (such as recess), and extracurricular activities (for example, sports, after-school clubs, band, etc.).

IEP IMPLEMENTATION☐ As the parent, I agree with the components of this IEP. I understand that its provisions will be implemented as soon as possible after the IEP goes into effect.☐ As the parent, I disagree with all or part of this IEP. I understand that the school district must provide me with written notice of any intent to implement this IEP. If I wish to prevent the implementation of this IEP, I must submit a written request for a due process hearing to the local school district superintendent.

Parent Signature _____

☐ A copy of this IEP was provided to the student's parent on : _____ by _____ (date) (name) (title)

Example Scenario

Meet John...

- John is in a self contained special education classroom for 2.5 hours per day, 4 days per week.
- He leaves the classroom for PT and Speech.
- The Speech Pathologist takes him to her office for 30 minutes a week for individual speech therapy.
- His physical therapist takes him to the gym or playground during general ed. gym or recess for his physical therapy (30 mins per wk.) in a small group of 3 children that all have disabilities.
- The PT invites 3 additional children without disabilities to join the group.

Question: What percentage of his time is spent in the general education environment?

Answer: 5%

**Record on the CCSD Placement page
(page 9 of the Nevada IEP.**



How Did We Get 5% ?

- John is in school 2.5 hours per day, 4 days per week = 10 hours per week
- John's only time in the regular education setting (during his school day) is once for the 30 minutes per week he receives PT in the regular education setting. Time in regular education = 1 x 30 minutes per week
- The remainder of John's time is spent in a special education setting. 10 hours – 30 minutes = 9.5 hours x 60 min = 570 minutes.
- John's time in the regular education setting is 5% of his school day. 30 mins. divided by 570 mins. = .0526 x 100 = 5%
- Record the answer, 5%, on the CCSD Placement page of the IEP.

John

DATE _____

EXTENDED SCHOOL YEAR SERVICES

PAGE __ OF __

Do the student require extended school year services?

☐ No ☐ Yes If YES, IEP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified.

If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made: _____

PLACEMENT

PLACEMENT CONSIDERATIONS

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Regular class with supplementary aids and services (no removal) |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Regular class and special education class (e.g., resource) combination |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Self-contained program |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Special school |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Residential |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Hospital |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Home |
| <input checked="" type="checkbox"/> Selected | <input type="checkbox"/> Rejected | Other _____ |

PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT

The student will spend **5** % of his or her school day in the regular education environment.

JUSTIFICATION FOR PLACEMENT INVOLVING REMOVAL FROM REGULAR EDUCATION ENVIRONMENTS*

Explain why the IEP goals and objectives cannot be implemented in regular education environments, including the reasons why the team rejected a less restrictive placement. Include an explanation of any harmful effects on the learning of this or other students which affected the placement decision.

*Regular education environments include academic classes (which might include field trips linked to the curriculum), nonacademic settings (such as recess), and extracurricular activities (for example, sports, after-school clubs, band, etc.).

IEP IMPLEMENTATION

☐ As the parent, I agree with the components of this IEP. I understand that its provisions will be implemented as soon as possible after the IEP goes into effect.

☐ As the parent, I disagree with all or part of this IEP. I understand that the school district must provide me with written notice of any intent to implement this IEP. If I wish to prevent the implementation of this IEP, I must submit a written request for a due process hearing to the local school district superintendent.

Parent Signature _____

☐ A copy of this IEP was provided to the student's parent on : _____ by _____ (date) (name) (title)

Let's Look at the Second Data Requirement:

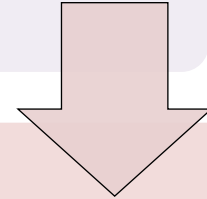
For the purpose of answering the question
"Federal Placement Code for students ages 3-5"

(recorded on the CCSD Placement Page *OR* page 10 of the Nevada IEP)

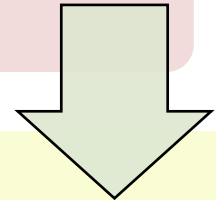
the second data requirement depends on
answers to several questions **and**
**considers time beyond the school day
and IEP services.**

Three questions for "Federal Placement Code for students ages 3-5"

WHO are the children
included in this data collection?



WHAT types of programs
are considered for this age
group?



WHERE does the child receive
the majority of special
education & related services?

Preschool (all children 3-5)
Educational Environments
618 Data Collection (Child Count)

Who?

Includes:

- Age 3, 4 or 5
- Disability category
- Race/ethnicity
- Gender
- Limited English Proficiency

Every child (not yet 6) with an IEP, regardless of placement must be reported with an educational environment on the child count date **(October 1)**.

Preschool Program Types
(for all children 3 through 5 years)

What Program?

REGULAR EARLY CHILDHOOD PROGRAMS

- Head Start
- Private/public kindergarten
- Private/public preschools
- Child Care

SPECIAL EDUCATION PROGRAMS

- Special Education Class
- Separate School
- Residential Facility

NEITHER REGULAR NOR SPECIAL EDUCATION PROGRAM

- Home
- Service Provider Location

“Federal Placement Code for students ages 3-5” on the CCSD Placement (OR page 10 of the Nevada IEP).

definitions

At the end of every IEP for 3-5 yr. old students, ask the parents if their child spends any time during the week in a regular early childhood program with typically developing peers.

- **ANY TIME** includes time inside the school day and beyond the school day.
- **REGULAR EARLY CHILDHOOD PROGRAM** is one that has 50% or greater population of typically developing peers.
- **TYPICALLY DEVELOPING PEERS** are children the same ages who do not have IEPs.

***Preschool (all children 3-5)
Educational Environments
618 Data Collection (Child Count)***

Where?

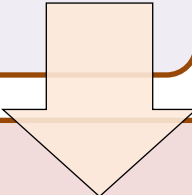
What Program Type

- Regular early childhood program
- Special education program
- Neither regular or special education program

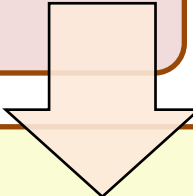
Where are the majority of special education and related services delivered?

Let's USE the Information from the Three Questions

WHO are the children included in this data collection?



WHAT types of programs are considered for this age group?



WHERE does the child receive the majority of special education & related services?

NEVADA Decision Tree for Coding Educational Environments for Children Ages 3 through 5 with IEPs

Report each child in only one category. Please refer to state guidance and the Protocol Form for specific reporting requirements when using this decision tree.

Does the child attend a regular early childhood program?

YES

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

At least 10 hours per week

If at least 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E1 - In the regular early childhood program

E2 - In some other location

Less than 10 hours per week

If less than 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E3 - In the regular early childhood program

E4 - In some other location

Definitions: Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

NO

If NO, determine the following:
Is the child attending a special education program?

If YES,
E5 - Separate Class
E6 - Separate School
E7 - Residential Facility

Definitions:

E5- Separate Class is a special education classroom which includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:

- Regular school buildings
- Trailers. Portables
- Child care facilities
- Hospital facilities – out-patient
- Other community based settings

*E6- Separate School is designed for children with disabilities.
E7- Residential school or medical facility— inpatient.*

If NO, Is the child receiving the majority of special education and related services in the residence of the child's family or care giver?

If YES,
E8 - Home

If NO,
E9 - Is the child receiving the majority of special education and related services in service provider location or other location not in any other category?

SPP/APR Indicator 6: Percent of children 3 through 5 with IEPs attending:
Indicator 6A: regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
(E1+E3 divided by total number of children 3-5 with IEPs x 100)

SPP/APR Indicator 6B: Separate special education class, separate school or residential facility. (E5+E6+E7 divided by total number of children 3-5 with IEPs x 100)

Remember John...?

- John is in a self contained special education classroom for 2.5 hours per day- 4 days per week. (10hrs)
- The Speech Pathologist takes him to her office for 30 minutes a week for individual speech therapy.
- His physical therapist takes him to the regular early childhood program (gym or playground) for PT(30 mins per wk) in a small group of 3 children w/ disabilities and 3 children w/out disabilities.
- He goes to a regular day care after school for 2 hrs per day, 4 days per week (8 hrs).

Question: What would John's Federal Placement Code be?

Answer: E4

Record on the CCSD Placement page *OR* page 10 of the Nevada IEP.

John

NEVADA Decision Tree for Coding Educational Environments for Children Ages 3 through 5 with IEPs

Report each child in only one category. Please refer to state guidance and the Protocol Form for specific reporting requirements when using this decision tree.

Does the child attend a regular early childhood program?

YES

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

At least 10 hours per week

If at least 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E1 - In the regular early childhood program

E2 - In some other location

Less than 10 hours per week

If less than 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E3 - In the regular early childhood program

E4 - In some other location

Definitions: Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

NO

If NO, determine the following:
Is the child attending a special education program?

If YES,
E5 - Separate Class
E6 - Separate School
E7 - Residential Facility

Definitions:

E5- Separate Class is a special education classroom which includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:

- Regular school buildings
- Trailers. Portables
- Child care facilities
- Hospital facilities – out-patient
- Other community based settings

E6- Separate School is designed for children with disabilities.
E7- Residential school or medical facility—inpatient.

If NO, Is the child receiving the majority of special education and related services in the residence of the child's family or care giver?

If YES,
E8 - Home

If NO,
E9 - Is the child receiving the majority of special education and related services in service provider location or other location not in any other category?

SPP/APR Indicator 6: Percent of children 3 through 5 with IEPs attending:
Indicator 6A: regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. (E1+E3 divided by total number of children 3-5 with IEPs x 100)

SPP/APR Indicator 6B: Separate special education class, separate school or residential facility. (E5+E6+E7 divided by total number of children 3-5 with IEPs x 100)



How Did We Get E4?

1. Does the child attend any regular early childhood program? **YES**
2. Does the child attend a regular early childhood program for at least 10 hours. **NO** 8 hours daycare + 30 mins. during school day= **8.5 hrs**
3. Does the child receive the majority of the special education and related services in the regular education program. **NO (30 mins per wk)**
4. Does the child receive the majority of the special education and related services in some other location: **YES**
5. The Federal placement code for John would be: **E4**

Record the Results of Your Conversation

On the CCSD OSEP EC Calculation Form
and

determine the *EC Placement Category (E1-9)*

Record on the CCSD Placement Page
(Page 10 of the Nevada IEP)

CCSD OSEP EC Calculation Form

EARLY CHILDHOOD (3-5 YEAR OLD CHILDREN) PLACEMENT CATEGORIES (August 2010)

Student: _____ Date of Birth: _____ Date of Meeting: _____

CHILDREN WHO ATTEND REGULAR EARLY CHILDHOOD PROGRAMS
(Placement Categories E1, E2, E3, and E4)

ANSWER QUESTIONS IN ORDER TOP TO BOTTOM!
(Placement Categories E1, E2, E3, and E4)

STEP 1: Based on information from the parent and the school district's placement decision, determine whether the child attends a regular early childhood program on at least a weekly basis.

☐ Yes (go to "STEP 2" below) ☒ No (go to "STEP 5" below)

STEP 2: Does the child attend a regular early childhood program at least 10 hours per week?

☐ Yes (go to "STEP 3" below) ☒ No (go to "STEP 4" below)

STEP 3: For a child who attends a regular early childhood program at least 10 hours per week, determine how many hours of special education and related services the child receives in the regular early childhood program.

If the child receives the majority of hours of special education and related services in the regular early childhood program, select Placement Code **E1**.

If the child spends the majority of hours of special education and related services in some other location, select Placement Code **E2**.

STEP 4: For a child who attends a regular early childhood program less than 10 hours per week, determine how many hours of special education and related services the child receives in the regular early childhood program.

If the child receives the majority of hours of special education and related services in the regular early childhood program, select Placement Code **E3**.

If the child spends the majority of hours of special education and related services in some other location, select Placement Code **E4**.

CHILDREN WHO ATTEND A SPECIAL EDUCATION PROGRAM AND DO NOT ATTEND A REGULAR EARLY CHILDHOOD PROGRAM
(Placement Categories E5, E6, E7)

STEP 5: Does the child attend a special education program including:

- Special education classrooms in
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an out-patient basis
 - Other community-based settings
- Separate schools
- Residential facilities

☐ Yes (go to "STEP 6" below) ☒ No (go to "STEP 7" below)

STEP 6: Select the appropriate Placement Code corresponding to the location of the child's special education program:

Placement Code	Separate Class	= E5
Placement Code	Separate School	= E6
Placement Code	Residential Facility	= E7

CHILDREN WHO DO NOT ATTEND A REGULAR EARLY CHILDHOOD PROGRAM OR A SPECIAL EDUCATION PROGRAM
(Placement Categories E8, E9)

STEP 7: If the child does not attend a regular early childhood program or a special education program, if the child receives any of his/her services in the home, report the child as follows:

Placement Code	Home	= E8
Placement Code	Service Provider Location	= E9

If the child does not receive any special education services in the home, report the child as follows:

Placement Code	Service Provider Location	= E9
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- Answer questions in order, top to bottom
- 7 Steps to consider
- File (where does your district file these?)

DATA ELEMENTS**John****FEDERAL STUDENT ETHNICITY CODE (CHECK ONE)**

- ☐ **H7** Hispanic/Latino
- ☐ **I7** American Indian or Alaska Native
- ☐ **A7** Asian
- ☐ **B7** Black or African American
- ☐ **P7** Native Hawaiian or Other Pacific Islander
- ☐ **C7** White
- ☐ **M7** Two or more races

FEDERAL PLACEMENT CODE (CHECK ONE)**Students ages 3-5:**

- ☐ **E1** reg. early childhood pgm. \geq 10 hours/week with majority of special education & related svcs. in reg. ec. pgm.
- ☐ **E2** reg. early childhood pgm. \geq 10 hours/week with majority of special education & related svcs. in other location
- ☐ **E3** reg. early childhood pgm. < 10 hours/week with majority of special education & related svcs. in reg. ec. pgm.
- ☒ **E4** reg. early childhood pgm. < 10 hours/week with majority of special education & related svcs. in other location
- ☐ **E5** special education in separate class
- ☐ **E6** special education in separate school
- ☐ **E7** special education in residential facility
- ☐ **E8** home
- ☐ **E9** service provider location

**John's Federal
Placement Code is E4.**

FEDERAL PLACEMENT CODE (CHECK ONE)**Students ages 6-21:**

- ☐ **B9** regular education 80-100%
- ☐ **B10** regular education 40-79%
- ☐ **B11** regular education 0-39%
- ☐ **B12** public or private separate school
- ☐ **B13** public or private residential
- ☐ **B14** homebound/hospital
- ☐ **B15** correctional facilities
- ☐ **B16** private or home schoolers with service plan

Now let's meet Jane...

- Jane is in a the State PreK classroom for 2.5 hours per day 4 days per week.
- There are 20 children in the class of which 9 have IEPs.
- Jane goes home after school and attends no other program.
- Jane leaves the classroom 15 minutes twice a week for Speech.
- The Speech Pathologist comes to her classroom for 30 minutes once a week.

Question: What percentage of her time is spent in the general education environment?

Answer: 95%

Record on the CCSD Placement page
(page 9 of the Nevada IEP.

Jane

Jane's Federal Placement Code

- Jane is in a the State PreK classroom for 2.5 hours per day 4 days per week.
- There are 20 children in the class of which 9 have IEPs.
- Jane goes home after school and attends no other program.
- Jane leaves the classroom 15 minutes twice a week for Speech.
- The Speech Pathologist comes to her classroom for 30 minutes once a week.

Question: What would Jane's Federal Placement Code be?

Answer: E3

Record on the CCSD Placement page
(page 10 of the Nevada IEP.

Jane

NEVADA Decision Tree for Coding Educational Environments for Children Ages 3 through 5 with IEPs

Report each child in only one category. Please refer to state guidance and the Protocol Form for specific reporting requirements when using this decision tree.

Does the child attend a regular early childhood program?

YES

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

At least 10 hours per week

If at least 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E1 - In the regular early childhood program

E2 - In some other location

Less than 10 hours per week

If less than 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E3 - In the regular early childhood program

E4 - In some other location

Definitions: Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

NO

If NO, determine the following:
Is the child attending a special education program?

If YES,
E5 - Separate Class
E6 - Separate School
E7 - Residential Facility

Definitions:

E5- Separate Class is a special education classroom which includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:

- Regular school buildings
- Trailers. Portables
- Child care facilities
- Hospital facilities – out-patient
- Other community based settings

E6- Separate School is designed for children with disabilities.

E7- Residential school or medical facility—inpatient.

If NO, Is the child receiving the majority of special education and related services in the residence of the child's family or care giver?

If YES,
E8 - Home

If NO,
E9 - Is the child receiving the majority of special education and related services in service provider location or other location not in any other category?

SPP/APR Indicator 6: Percent of children 3 through 5 with IEPs attending:
Indicator 6A: regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. (E1+E3 divided by total number of children 3-5 with IEPs x 100)

SPP/APR Indicator 6B: Separate special education class, separate school or residential facility. (E5+E6+E7 divided by total number of children 3-5 with IEPs x 100)

Now let's meet Julia...

- Julia is at home with her family.
- She goes to her neighborhood school for 30 minutes of speech twice per week.
- Julia's mom takes her to the Speech Pathologist's office.
- There are no other children that join Julia.

Question: What percentage of her time is spent in the general education environment?

Answer: 0%

Record on the CCSD Placement page
(page 9 of the Nevada IEP.

Julia

Julia's Federal Placement Code

- Julia is at home with her family.
- She goes to her neighborhood school for 30 minutes of speech twice per week.
- Julia's mom takes her to the Speech Pathologist's office.
- There are no other children that join Julia.

Question: What would Jane's Federal Placement Code be?

Answer: E9

Record on the CCSD Placement page
(page 10 of the Nevada IEP.

NEVADA Decision Tree for Coding Educational Environments for Children Ages 3 through 5 with IEPs

Report each child in only one category. Please refer to state guidance and the Protocol Form for specific reporting requirements when using this decision tree.

Does the child attend a regular early childhood program?

YES

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

At least 10 hours per week

If at least 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E1 - In the regular early childhood program

E2 - In some other location

Less than 10 hours per week

If less than 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E3 - In the regular early childhood program

E4 - In some other location

Definitions: Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

NO

If NO, determine the following:
Is the child attending a special education program?

If YES,
E5 - Separate Class
E6 - Separate School
E7 - Residential Facility

Definitions:

E5- Separate Class is a special education classroom which includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:

- Regular school buildings
- Trailers. Portables
- Child care facilities
- Hospital facilities – out-patient
- Other community based settings

E6- Separate School is designed for children with disabilities.

E7- Residential school or medical facility—inpatient.

If NO, Is the child receiving the majority of special education and related services in the residence of the child's family or care giver?

If YES,
E8 - Home

If NO,
E9 - Is the child receiving the majority of special education and related services in service provider location or other location not in any other category?

SPP/APR Indicator 6: Percent of children 3 through 5 with IEPs attending:
Indicator 6A: regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. (E1+E3 divided by total number of children 3-5 with IEPs x 100)

SPP/APR Indicator 6B: Separate special education class, separate school or residential facility. (E5+E6+E7 divided by total number of children 3-5 with IEPs x 100)

Now let's meet James...

- James is in a self-contained special education classroom for 2.5 hours per day 4 days per week.
- Before school he is at a child care center for 1.5 hrs. 4 days per week.
- He returns to the child care center for 2.5 hrs. after school.
- James leaves the classroom 15 minutes twice a week for Speech with no other children.
- The Speech Pathologist comes to his classroom for 30 minutes once a week.
- The PT takes him for 1 hour per week to her office.

Question: What percentage of his time is spent in the general education environment?

Answer: 0%

Record on the CCSD Placement page
(page 9 of the Nevada IEP.

James

James' Federal Placement Code

- James is in a self-contained special education classroom for 2.5 hours per day 4 days per week.
- Before school he is at a child care center for 1.5 hrs. 4 days per week.
- He returns to the child care center for 2.5 hrs. after school.
- James leaves the classroom 15 minutes twice a week for Speech with no other children.
- The Speech Pathologist comes to his classroom for 30 minutes once a week.
- The PT takes him for 1 hour per week to her office.

Question: What would James' Federal Placement Code be?

Answer: E2

Record on the CCSD Placement page
(page 10 of the Nevada IEP.

James

NEVADA Decision Tree for Coding Educational Environments for Children Ages 3 through 5 with IEPs

Report each child in only one category. Please refer to state guidance and the Protocol Form for specific reporting requirements when using this decision tree.

Does the child attend a regular early childhood program?

YES

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

At least 10 hours per week

If at least 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E1 - In the regular early childhood program

E2 - In some other location

Less than 10 hours per week

If less than 10 hours per week:
Where does the child receive the majority of hours of special education and related services?

E3 - In the regular early childhood program

E4 - In some other location

Definitions: Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

NO

If NO, determine the following:
Is the child attending a special education program?

If YES,
E5 - Separate Class
E6 - Separate School
E7 - Residential Facility

Definitions:

E5- Separate Class is a special education classroom which includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:

- Regular school buildings
- Trailers. Portables
- Child care facilities
- Hospital facilities – out-patient
- Other community based settings

E6- Separate School is designed for children with disabilities.

E7- Residential school or medical facility—inpatient.

If NO, Is the child receiving the majority of special education and related services in the residence of the child's family or care giver?

If YES,
E8 - Home

If NO,
E9 - Is the child receiving the majority of special education and related services in service provider location or other location not in any other category?

SPP/APR Indicator 6: Percent of children 3 through 5 with IEPs attending:
Indicator 6A: regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. (E1+E3 divided by total number of children 3-5 with IEPs x 100)

SPP/APR Indicator 6B: Separate special education class, separate school or residential facility. (E5+E6+E7 divided by total number of children 3-5 with IEPs x 100)

Why These Numbers Matter!



OSEP Indicator 6 REQUIREMENT *TWO PARTS*

OSEP Indicator 6 REQUIREMENT

Part A

A. Percent of children aged 3 - 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

6A=E1+E3 [Percent of children aged 3 - 5 with IEPs attending a regular early childhood program **and** receiving the majority of special education and related services in the regular early childhood program]

This percentage should be going up!

OSEP Indicator 6 REQUIREMENT

Part B

B. Percent of children aged 3 - 5 with IEPs attending a separate special education class, separate school or residential facility

6B=E5+E6+E7[Percent of children aged 3 - 5 with IEPs attending a separate special education class, separate school or residential facility]

This percentage should be going down!

The DATA Trail Discussion

Questions for District IEPs:

- Where is this data located on your IEP form? (if not page 9 & 10?)
- Is the submission source an electronic IEP?
- If not electronic IEP how does district input the 618 data?
- Other



The DATA Trail Discussion

Reporting to the State:

- How is your data reported to the state?
- Who submits the data?
- Who is ultimately responsible for data submission?
- What are key dates in your district's timeline for this process?



Discussion (Data Collection)

- What Strategies Support this data collection?
(Policy, procedures, professional development)
- Do you have anything that helps the family understand this process?
- What are the Challenges? Why?
(Collection, Professional Development, Reporting, Program Improvement)

Discussion (Data Collection)

- How are you using the data?
(Professional Development, Service Delivery)
- What resources/tools are needed?
(How we can help support best practices?)

QUESTIONS??





*If you have any questions,
please contact :*

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